

COLLABORATIVE STRATEGIC READING AS SOLUTION TO ENHANCE STUDENTS' READING COMPREHENSION SKILLS: IS IT EFFECTIVE?

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Abstract

This study investigates the effect of Collaborative Strategic Reading (CSR) in enhancing reading comprehension skills among students in undergraduate levels. As higher education increasingly demands proficient reading skills for academic success, identifying effective instructional strategies becomes imperative. CSR, which combines cooperative learning with cognitive strategy instruction, offers a promising approach to support students' reading development. Participants, divided into control and experimental class, the experimental class engaged in CSR activities such as previewing, clicking and clunking, getting the gist, and wrapping up, while the control class followed conventional reading instruction. It is a quasi-experimental research, the technique of data analysis used t-test and the data analyzed by using SPSS version 22. The results indicated that the experimental class showed statistically significant improvements in reading comprehension. Qualitative feedback also highlighted increased engagement and collaborative skills. These findings suggest that CSR not only enhances reading comprehension skills but also fosters a more interactive and supportive learning environment. CSR appears to be an effective instructional strategy for boosting reading comprehension skills among students in undergraduate programs.

Keywords : Collaborative, Reading, Strategic, Comprehension

Introduction

Reading viewed as an active process that involves the reader and the text and leads to understanding. The process of reading comprehension is receptive, persistent, cognitive, and productive, involving the reader as an active agent who tries in developing the meanings through cognitive awareness (Aprianto & Zaini, 2019; Fauzan et al., 2022; Groen et al., 2019; Hellystia, 2017; Rosyida & Ali Ghufro, 2018; Younis et al., 2023). Since it is the main component of academic success, it is one of the most important talents that a child should be taught and cultivated both at home and in school. According to Woolley (2011), it serves as the basic for a substantial amount in the teaching and learning process, which ultimately results in a vital ability in learning.

Students in their first year of college consider reading to be an essential language modality that has a reasonable demand. On the other hand, comprehension a text cannot be straightforward. Reading comprehension is a rigorous interactive process that allows the reader to take message from a text and create the meaning based on what they already know about the subject matter. (Gani et al, 2016). Reading is crucial to the process of teaching and learning as well as the gathering of knowledge and information (Andrianatos, 2019; Arifin, 2020; Kamalian et al, 2017). As part of classroom exercises, students must not only read aloud from texts but also demonstrate a deeper understanding of the content and the ability to deduce its meaning but the students still have difficulty in comprehending the passage (Alharby, 2021; Al-

Qahtani, 2016; Meniado, 2016, Shehzard et al, 2019). Understanding what has been read is known as reading comprehension. It's an interactive process that relies on the reader's experiences and past knowledge in addition to comprehension ability (Puspita, 2012).

Furthermore, reading comprehension is approached from some levels, according to Hammond (2014), there are literally five separate levels of thinking. First, literal comprehension is the ability to understand a passage's written meaning, including word definitions, the writing's context, the passage's principal topic, and the author's selected order of ideas. Second, inferential comprehension is the process of formulating conclusions, forecasting results, and adding additional information to the meaning of what is said. Third, creative comprehension involves drawing conclusions and conjecturing about the author's intentions behind a passage by evaluating what they have read in light of evidence from the text. Fourth, critical understanding involves assessing implications and tone as well as differentiating between facts and opinions. At this stage, the learners is encouraged to think creatively and independently and gains an understanding of the social and emotional components of texts. The reader is given the opportunity to put the lessons they have learnt from the text into practice at the fifth value level.

During the beginning class of the English study program, researchers conducted preliminary study on teaching and learning process at the university. Through this research, they uncovered two concerns that were related to the teaching and learning of the students.: (1) The learners' recitation skills completion scores were low. Their results did not proper the department's minimum acceptable score , according to the report. Of the twenty, seven (or 35%) managed to pass with the lowest possible score. (2) The lecturer generally used

conventional strategy in classroom that focused on the teacher center, so the students only following the teacher's instruction. Students' understanding of reading passages needs to be improved, and they need to uncover strategies that may be implemented to do this.

The literature has demonstrated the value of teaching comprehension methods, including multiple reading strategies, in assisting students in developing into strategic readers and enhancing their comprehension. (Klapwik,2012;Medina,2011). Therefore, it's imperative to give students reading strategy training that focusses on imparting skills that will enable students to become strategic readers asserts that in order for students to read strategically, they must consciously take deliberate, controllable steps, much like proficient readers do when they are having trouble understanding a material. Alfasi also makes the point that those strategic readers need to consciously assess their options, become aware of their performance constraints, and consciously carry out compensating actions.

Collaborative reading is one of the most effective reading strategies that may be used, out of all the alternatives. Students who study texts on their own are more likely to encounter a range of issues and to exhibit competitive and individualistic behavior. Without a doubt, the reading content should be understandable to struggling readers experiencing language difficulties. In addition, according to (Lestari & Anugerahwati, 2022), students in Indonesia have personal concerns that are unavoidable and they behave more submissively when they are alone. In light of that circumstance, Collaborative Strategic Reading (CSR) seems to be an effective learning environment.

The original goal of expanding CSR was to gain students' comprehension and maximize their participation in the teaching

and learning process (Lee, 2016). According to Alqarni (2015), CSR helps students improve their reading comprehension. Developing abilities that help them comprehend the materials in their reading activities gives them an advantage. CSR was to help students' comprehension and maximize their activity in teaching and learning process. It provides students with an edge by enhancing their abilities and enabling them to fully comprehend the content in their reading assignments. It also makes up the reading strategy that helps students acquire the material in the legal action of reading comprehension.

These reading techniques include preview, get the idea, click and clunk, and preview. When students preview before reading, they should focus on the important details to assist them in two tasks: (a) coming up with ideas for what they already know about the subject, and (b) making predictions about what they will learn. Students make click and cluck as they read each passage's part. Clicks are passages in the text that make sense to the reader; a clunk occurs when students don't understand a term. The main point of the text is understood by the students when they "get the gist." By creating questions and responses regarding what they have learnt and going over important concepts again, students learn how to wrap up.

Several correlated research demonstrate how pupils develop after receiving CSR. According to Zagoto (2016), CSR helps students in STKIP Nias Selatan identify the key idea and provide a summary of the book. Likewise, Gani et al. (2016) effectively documented elevated scores on the reading comprehension assessment from pupils instructed in collaborative strategic reading.

Methodology

2.1 Research Design

The research design is by employing a cluster-randomized sampling technique to ascertain the experimental or control group, the study was set up as a quasi-experimental research. The sample is the group of subjects or research participants from whom the data are collected.

2.2 Participant

The sample of this study enrolled 40 English education students at the beginning of the even semester of the academic year 2023/2024. Classes A and B serve as the experimental and control groups, respectively. Two English department classes that signed up for the reading course were asked to take part in the research. Additionally, a reading education specialist was brought in to evaluate if the instruments that were created adequately satisfied the requirements that needed to be measured during the implementation.

2.3 Instrument

The instrument of this study is reading comprehension using the TOEFL proficiency test in reading passages with four possible answers. There is a 30-question test that includes finding the main idea, specific details, references, and meaning of vocabulary. In thirty items, each containing eight paragraphs, the students answered multiple-choice questions. The test was thirty minutes, and each student independently to complete it.

2.4 Data Analysis

After collecting data from the post-test, the researcher used an independent test to evaluate the effectiveness of the instructional method. This evaluation was carried out for assessment purposes.

Finding and Discussion

Descriptive statistics show the differences in mean between learners who are taught using Collaborative strategic reading and those who are taught conventionally. Descriptive statistics can be seen in table 1

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		Levene's Test for Equality of Variances	t-test for Equality of Means								
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
	Equal variances assumed	5.703	.022	-4.662	38	.000	-4.600	.98662	-6.59731	-2.60269	
	Equal variances not assumed			-4.662	37	.000	-4.600	.98662	-6.61028	-2.58972	

Table 1. Group Descriptive Statistic

The table above shows the mean score of post-test of control class and experimental class. The mean score of control class is 76.45 and the experimental class is 81.05. Based on the mean score of both classes, it can be considered that both classes have different mean scores, and it can be said that the two classes are significantly different. To analyze the significant different between two classes, independent sample t-test is applied.

Table 2. Independent Sample T-Test

The table shows the analysis of post-test data from the control and experimental class, and the investigation was carried out utilizing an independent sample t-test. Based on result, the significance of the value of equal variances assumed is 0.000, which is lower than $\alpha = 0.05$ ($0.00 < 0.05$). It is an indication that the two classes are very different from one another. In terms of reading ability, it appears that the students who were a part of the experimental group performed better than those who belong to the control group. The groups are distinguished from one another by a significant difference, as can be stated. It was determined that the alternative hypothesis was correct, while the null hypothesis was incorrect. This indicates that there was a significant impact on the reading abilities of children who were taught using the collaborative strategic reading instructional strategy.

According to the results reported, the two classes had different mean score. Experimental group students obtain the highest scores. They have sufficient information in their task, therefore both group have a strong mutuality of obtaining data from reading topics while completing their task. The average mean score of posttest for students in experimental group is 81.05 and control is 76.45. This means Collaborative Strategic Reading has a positive effect on the achievement of students of the experimental class compared to the conventionally learning of the control class. Also, it can be seen from the result of independent sample t-test of post-test, there are significant differences at the level of significance of 0.05, the significance of the value of equal variances assumed is 0.000,

Class	N	Mean	Std. Deviation	Std. Error Mean
Conventional	20	76.45	3.74833	.83815
CSR	20	81.05	2.32775	.52050

which is lower than $\alpha = 0.05$ ($0.00 < 0.05$), which indicates that there is a significant difference between the two classes of students with the regard to their understanding of the material.

The result is consistent with previous studies that verified Collaborative Strategic Reading improved positive effect on student reading achievement (Ziyaeyan, 2012; Fithriyah et al., 2022; Khonamri and Karimabi, 2015; Riani, 2013; Bermilo and Metro, 2022). There is also ositive effect on the implementation CSR .The is also a positive effect on the implementation of students' performance on helping one and others to aid comprehension (Fithriyah et al., 2022; Nosratinia et al, 2013; Sa'adah et al., 2023; Gani et al, 2016; Syafii, 2022). The impact of collaborative strategic reading in reading comprehension helps students improve their knowledge. The students of experimental class can improve their knowledge by sharing information. It is supported with the result of a previous study that stated learning management systems make easier to get the information. The conclusion show that students who are taught using CSR outperform those taught in conventional ways. Furthermore, the results demonstrate that using of CSR as instructional strategy of the teaching reading comprehension might be successful.

According to the findings, collaborative strategic reading improves students' reading comprehension abilities more than traditional method. Through information sharing, collaborative strategic reading aids students in expanding their knowledge. Encouraging students to engage and absorb knowledge from those around them is the aim of implementing Collaborative Strategic Reading into practice. As a result, two conclusions are drawn. According to the study, learners who received instructions that use collaborative strategic reading outperformed their peers in

terms of scoring. Compared to the required reading for instruction, it seems that this instructional strategies offers more reading methods, particularly when it comes to reading class. Additionally, students view that in a positive light. More specifically, click and clunk, get the gist, and collaborative work are the phases of this method that work well. This strategy undoubtedly offers fantastic opportunities for pupils to enhance their affective reading skills and inferential reading abilities, including the capacity to anticipate and predict. Stated differently, using the appropriate strategy to the students in reading class helps students better in their performance and their ability in understanding the passage.

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